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ABSTRACT

Focusing on self awareness (emotional), this unit entitled "Inside Me" is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), two career development themes (e.g., one's uniqueness as a result of learning, growth, and maturation), five unit goals (e.g, increase one's awareness of the feelings of others), and five performance objectives (e.g., identify two ways in which one's behavior may affect one's feelings, identify at least two ways in which one's behavior may affect others). Also included in Section I are evaluation procedures (evaluation tabulation forms) for the unit. Section II describes teaching strategies for ten unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topic titles are as follow: everyone has feelings, our environment affects our feelings, angry, frightened, worried, sad, jealous, happy, and love. Section III contains six reference sheets, and section IV contains eighteen activity sheets for students' use. (CT)

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ED169249

Suggested for
Grade Kindergarten

INSIDE ME

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

CE 020 076

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

INSIDE ME

Kindergarten

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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ESEA Title III
Coloma Community Schools
Coloma, Michigan

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-role through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

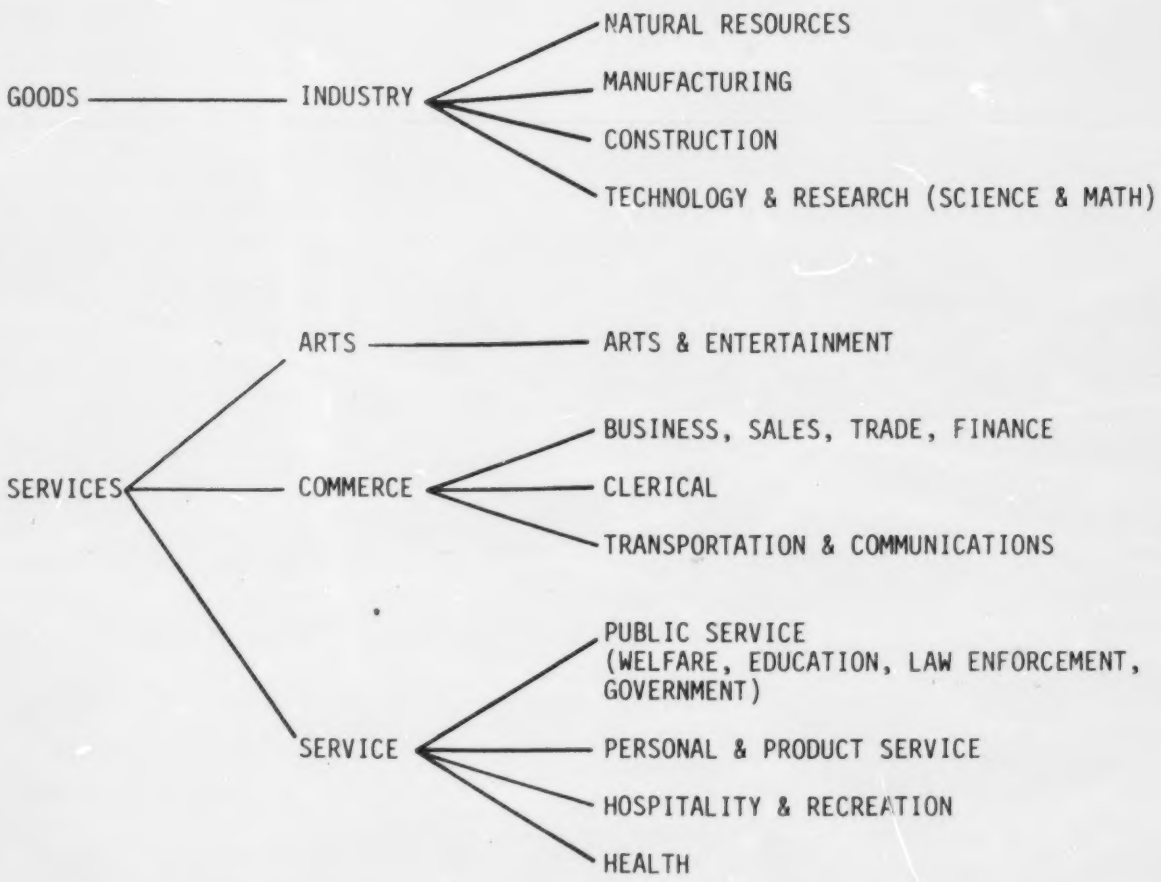
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Inside Me"
Kindergarten

Unit Rationale

This unit has been developed to help the kindergarten students develop a deeper awareness and understanding of their feelings and the feelings of others.

Teacher Information

This unit may be taught over a period of two weeks or approximately ten to fifteen (10-15) instructional hours.

Teacher Preparation

1. Complete a "feelings" booklet, and share it with the students to help them understand that even adults have feelings. Emphasize that they may have different feelings, and therefore they would make different responses to the activities.

2. Select those activity sheets which you plan to use, and put them together in a booklet form before the students start the unit; or file the activity sheets as they are completed, and allow the students to put them into booklet form at the completion of the unit.

3. See Reference Sheet #1 for a list of general poems, books, filmstrips, etc. related to feelings.

4. Note that many activities have been included in this unit. Choose only those activities that will meet the needs of the students.

Table of Contents
"Inside Me"
Kindergarten

Section I . . . . Elements, Themes, Goals, and Performance Objectives . 1

Evaluation Sheets . . . . . 2 - 6

Section II . . . . Instructional Capsules

Capsule #1 - Introduction 7

Capsule #2 - Everyone Has Feelings 11

Capsule #3 - Our Environment Affects Our Feelings . . 13

Capsule #4 - Angry 15

Capsule #5 - Frightened 19

Capsule #6 - Worried 21

Capsule #7 - Sad 23

Capsule #8 - Jealous 27

Capsule #9 - Happy 29

Capsule #10- Love 33

Section III . . . Reference Sheets . . . . . .35 - 40

Section IV . . . . Student Activity Sheets . . . . . .41 - 58

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Inside Me"
Kindergarten

Element #III - Realistic Self-Concept Formulation

Theme 3.1 - The student will understand his/her own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will increase his/her awareness of the feelings found in himself/herself.

Unit P.O. #1 - The student will demonstrate an awareness of the feelings found in himself/herself as measured by the completion of a "feelings" booklet.
(Evaluation Tabulation Form B, column #1)

Unit Goal - The student will become aware of how his/her behavior can affect his/her own feelings.

Unit P.O. #2 - Given situations, the student will identify at least two (2) ways in which his/her own behavior may affect his/her own feelings.
(Evaluation Tabulation Form B, column #2)

Theme 3.2 - The student will understand the relationship of social and educational forces to his/her individual development.

Unit Goal - The student will increase his/her awareness of the feelings found in others.

Unit P.O. #3 - Given at least two (2) pictures or other situations depicting specific feelings, the student will tell about an incident in which he/she has noticed these apparent feelings in others.
(Evaluation Tabulation Form B, column #3)

Unit Goal - The student will increase his/her awareness of how his/her behavior may affect others.

Unit P.O. #4 - Given pictures or other situations, the student will be able to identify at least two (2) ways his/her behavior may affect others.
(Evaluation Tabulation Form B, column #4)

Unit Goal - The student will become aware of how his/her physical as well as his/her social environment may affect his/her feelings.

Unit P.O. #5 - Given pictures or other situations, the student will identify at least two (2) ways in which his/her physical environment may affect his/her feelings.
(Evaluation Tabulation Form B, column #5

Evaluation Procedure
"Inside Me"
Kindergarten

1. Review the elements, themes, goals, and performance objectives before beginning the unit.

2. Note that there are no pre- and post-tests in this unit. Measure the students' performances by an observational checklist on Evaluation Tabulation Form B.

3. Be very careful while teaching this unit to let the students feel free to express themselves without fear of criticism from you or from the other students. (Try to continually give positive feedback to the students.) Share your feelings with them to help them become more aware that adults also have feelings.

4. Use Evaluation Tabulation Form B.

   A. Write the students' names in the appropriate column.

   B. Place a check (✓) after the students' names as they exhibit the desired behavior indicated by each performance objective.

      1) Find in the capsules some activity sheets and activities that refer to the specific desired behaviors which are indicated on Evaluation Tabulation Form B.

      2) Do not be afraid to be creative. Find many ways that are not listed in the unit to draw the proper responses from the students.

      3) Note that it will not always be possible for the students to make individual responses every day nor will it always be possible for the teacher to record all of their responses each day. (Do as much as possible.)

      4) Always be alert to evidence that the students have exhibited the desired behavior; i.e., during play period, during a story period, or during an individual session.

      5) Use discretion in reference to Performance Objective #1. (Note that if a child is absent and does not have the opportunity to make up a few pages or activities, it should still be considered that he/she has completed the booklet. Observe that if the students has missed too many activities do <u>not</u> consider that he/she has met the objective.)

   C. Use the bottom of Evaluation Tabulation Form B to find the total number of students who met the criteria as stated in each performance objective.

Evaluation Procedure
(Continued)
"Inside Me"
Kindergarten

5. Transfer the totals from the bottom of Evaluation Tabulation Form B to Evaluation Tabulation Form A.

6. Submit both Evaluation Tabulation Forms A and B to the building office at the completion of this unit.

Evaluation Tabulation Form A

Unit Name "Inside Me" Teacher _____

Building _____ Grade Kindergarten

	Performance Objective	Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
1	Pre - None						
1	Post- Demonstrate an awareness of feelings.	Ev. Tab. Form B, column #1		Completed booklet to the satisfaction of the teacher			
2	Pre - None						
2	Post- Identify at least two ways his/her behavior may affect his/her own feelings.	Ev. Tab. Form B, column #2	2 or more	2			
3	Pre - None						
3	Post- Noticed feelings in others.	Ev. Tab. Form B, column #3	2 or more	2			
4	Pre - None						
4	Post- Behavior affects others.	Ev. Tab. Form B, column #4	2 or more	2			
5	Pre - None						
5	Post- Physical environment affects his/her feelings.	Ev. Tab. Form B, column #5	2 or more	2			

Date Returned to Principal _____

*Be alert to the fact that many of the behaviors stated in the objectives may be demonstrated at various times during the unit; i.e., during play period, during story period, and on the playground.

Evaluation Tabulation Form B

Unit "Inside Me" Building _____

Teacher _____ # of students _____

1. Place a check (✓) as each requirement is met.
2. Refer to each performance objective as indicated #1-5 and to the evaluation procedure for more specific information.
3. Note that some performance objectives may be met by the completion of the activity sheets indicated while other performance objectives require activities such as those suggested in the capsules.
4. Place a check (✓) in the columns marked with a check (✓) to indicate those students who have met the criteria as stated in each performance objective.
5. Total the columns at the bottom, and transfer this information to Evaluation Tabulation Form A.

Performance Objective	*#1 Completed Booklet Satisfac-torily	#2 Behavior Affects Own Feelings		✓	#3 Others Have Feelings		✓	#4 Behavior Affects Others		✓	#5 Environ-ment Affects Feelings		✓
Suggested Activity Sheets #	#1-18	10	13		2	**		7	17		3	4	
NAMES													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													

Evaluation Tabulation Form B
(Continued)

Unit "Inside Me" Building _____

Teacher _____ # of students _____

Performance Objective	*#1 Completed Booklet Satisfac-torily	#2 Behavior Affects Own Feelings		✓	#3 Others Have Feelings		✓	#4 Behavior Affects Others		✓	#5 Environ-ment Affects Feelings		✓
Suggested Activity Sheets #	#1-18	10	13		2	**		7	17		3	4	
NAMES													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													
28.													
29.													
30.													
Total number of students who met criteria as stated in each P.O.	#1____	#2____			#3____			#4____			#5____		

*Refer to Evaluation Procedure 4B-(5)

**Be alert to students who verbalize this at any time during the unit.

I. Ask the students to think about how they feel, at this very moment, "down deep inside".

   A. Ask them to make a facial expression to show how they feel "down deep inside".

   B. Let them look around at their classmates.

      1. Ask if all have the same expression on their faces.

      2. Ask different students to tell how they think someone else feels by looking at his/her facial expression.

      3. Ask if they think they can always tell how a person feels by the expression on his/her face.

      4. Ask if they ever try to hide their feelings. Ask why or why not. (Remember, try not to make value judgments about the students' feelings, but encourage them to express their true feelings.)

      5. Ask if they always feel the same inside.

II. Give the students the cover sheet (Activity Sheet #1).

   A. Read the poem to the students.

      1. Ask what they suppose this child is thinking about.

      2. Ask if they can tell how he/she feels by the expression on his/her face. (Stress the point that they cannot always tell what a person is thinking by the expression on his/her face.)

   B. Explain to the students that they will be making a booklet about many of their feelings.

   C. Tell them to write their names on their covers.

   D. Allow the students to color the cover pictures. (Let them add more hair so the pictures will more closely resemble themselves.)

III. Choose throughout the unit from the following <u>optional</u> related activities.

   A. Use a phrase such as "Oh Henry". Let the students say the phrase in different tones to indicate different feelings. Have the other students try to guess the feeling expressed. Let the student who is speaking turn his/her back to the students so that his/her facial expression will not give a clue to the feeling he/she is expressing.

Resources and Materials	Notes
II. Activity Sheet #1 (Cover sheet) C. Pencils D. Crayons	

B. Let the students build their vocabulary by naming synonyms for the feelings discussed each day; i.e., happy - cheerful, pleasant, joyous, glad, etc.

C. Have the students make a bulletin board about feelings. Let them cut pictures from magazines to show people displaying various feelings, and let them add those pictures to the bulletin board.

D. Have the students cutout magazine pictures showing various feelings and make a large collage.

E. Let the students role-play their reactions to various situations; i.e., winning a game, losing a game, going into a dark room, eating their favorite food, etc.

F. Have the students study large prints.

1. Let them tell how they think the people in the pictures feel.

2. Let them tell how they would feel in different situations.

G. Play music throughout this unit that expresses various moods.

H. Show the filmstrip, The Joy of Being You.

Resources and Materials	Notes
C. Magazines Scissors	
D. Magazines Newsprint Scissors Glue	
F. Magazine pictures of people showing facial expressions	
G. Records for mood music: "Bolero" by Ravel "Whistle a Happy Tune", Rogers and Hammerstein from The King and I "Whistle While You Work" from Snow White and The Seven Dwarfs "Zippidy Doo Da" from Song Of the South "Danse Macabre", Saint-Saens	
H. The Joy Of Being You, from Scholastic's Kindle Set	

Capsule #2
Everyone Has Feelings

I. Show a film or filmstrip like Feelings before teaching this capsule.

II. Give the students Activity Sheet #2.

A. Discuss the following feelings:

1. Ask if they can tell how each of these people feel by the expressions on their faces. (Stress the fact that others cannot always tell how a person feels by the expression on his/her face.)

2. Ask how each of these faces makes them feel.

3. Ask if they think these are adults or children. (Stress that everyone has feelings.)

B. Read the poem to the students.

1. Discuss that everyone has feelings.

2. Ask if they have ever seen anyone who felt sad, happy, angry, etc.

III. Be sure the students understand that exhibiting a behavior could mean different feelings; i.e., crying could be fear, anger, happiness, etc. Let the students describe when and why another person exhibited a certain feeling. Place a check (✓) after the students' names on Evaluation Tabulation Form B, column #3.

Resources and Materials	Notes
I. Feelings from Scholastic's Kindle Series. II. Activity Sheet #2 III. Evaluation Tabulation Form B	

Capsule #3
Our Environment Affects Our Feelings

I. Show the students pictures of different things; i.e., worms, sunshine, a kitten, lightning, etc. Ask the students to describe how these different items make them feel.

II. Allow the students to discuss which colors make them happy or sad.

A. Stress that these feelings may change from day to day. (Share your own feelings with the students.)

B. Record their responses on Evaluation Tabulation Form B, column #5 now or after they finish the next activity.

III. Give the students Activity Sheet #3.

A. Read the poem to the students and ask them to think about how they feel when they look at different colors. (Display large color wheels to which the children may refer.)

B. Have the students color the balloons to show how the colors make them feel, or let them glue pre-cut tissue paper over the balloons.

IV. Give the students Activity Sheet #4.

A. Read the poem to the students, and ask them to illustrate the type of day they would like to see when they wake-up in the morning.

B. Write their answers inside the window frame if they would rather verbalize their feelings.

C. Record their responses on Evaluation Tabulation Form B, column #5.

V. Choose from these <u>optional</u> related activities.

A. Discuss with the students the effect <u>things</u> in their environment have on them.

1. Let the students cut items from magazines and classify them according to how they make the students feel; i.e., happy - puppy, snow, flower; sad - rain, the color black, a ragged child, etc.

2. Make these cut-outs into a large bulletin board or into smaller personal collages.

B. Give the students a balloon of one of their happy colors.

Resources and Materials	Notes
I. Pictures of items that will elicit responses; i.e., worms, sunshine, kitten, etc.	
II.	
B. Evaluation Tabulation Form B	
III. Activity Sheet #3	
A. Color wheel	
B. Crayons or pre-cut tissue paper	
IV. Activity Sheet #4	
C. Evaluation Tabulation Form B	
V.	
A.	
1. Magazines Scissors	
2. Newsprint Glue Scissors	
B. Balloons	

I. Give the students Activity Sheet #5.

A. Ask the students if they can tell how the boy in the picture feels by looking at the expression on his face. (Try to draw such answers as angry, worried, puzzled, etc. Stress again that people cannot always judge how a person feels on the inside by the expression on his/her face.)

B. Read the poem to the students.

1. Ask when and why they have ever been angry.

2. Ask them if they know anything they can do to help themselves get over their angry feelings. (Watch to see if the students indicate that they understand how they can change their feelings by their own positive behavior.) Record their responses on Evaluation Tabulation Form B, column #2.

II. Give the students Activity Sheet #6.

A. Read the poem to the students.

B. Have them think about all the things that make them angry, and let them choose the one that makes them the most angry. Write their responses on the bottoms of their papers.

III. Give the students Activity Sheet #7.

A. Discuss the following with them.

1. Ask how they suppose the adult in this picture feels and why they think that.

2. Ask how they suppose the little girl feels and why.

B. Read the poem to the students.

1. Ask if they have ever had days when they felt that everyone was angry with them.

2. Ask if they have ever made anyone angry at them. (Share your own experiences with the students.)

3. Ask if they can think of one thing that they do which sometimes makes others angry. Record their responses on Evaluation Tabulation Form B, column #4.

Resources and Materials	Notes
I. Activity Sheet #5	
B.	
2. Evaluation Tabulation Form B	
II. Activity Sheet #6	
III. Activity Sheet #7	
B.	
3. Evaluation Tabulation Form B	

IV. Choose optional related activities that discuss angry feelings from Reference Sheet #2; i.e., reading poems and books, showing films, etc.

Resources and Materials	Notes
IV. Reference Sheet #2	

Capsule #5
Frightened

I. Give the students Activity Sheet #8.

A. Read the poem to the students, and ask if they are afraid of storms or shadows.

B. Do not allow the students to make others feel ashamed if they are afraid, but allow the fearful to discuss why they are afraid.

C. Allow some students who are not afraid of storms or shadows to share positive feelings about these things.

D. Allow the students to discuss possible things they might do to overcome their fears.

II. Give the students Activity Sheet #9.

A. Read the poems to the students, and allow them to share their feelings. Stress the point that many people share the same fears.

B. Ask the students to draw, or at least verbally express, what frightens them more than anything else in the world. Record their responses on the bottoms of their sheets.

III. Allow the students to discuss different things they might do to overcome their fears. Give them Activity Sheet #10. Encourage them to discuss or illustrate how they might overcome the fears they have. Record their responses on the bottoms of their sheets and on Evaluation Tabulation Form B, column #2.

IV. Choose optional related activities from Reference Sheet #3; i.e., singing songs, reading books, showing filmstrips, etc.

Resources and Materials	Notes
I. Activity Sheet #8	
II. Activity Sheet #9	
III. Activity Sheet #10 Evaluation Tabulation Form B	
IV. Reference Sheet #3	

Capsule #6
Worried

I. Discuss the difference between worry and fright.

II. Give the students Activity Sheet #11. Let the students express the things they worry about.

A. Let them illustrate a situation or a thing that worries them, or let them draw a picture of themselves with a worried expression.

B. Allow them to verbalize something they worry about. Record their responses on the bottoms of their papers. Remember not to allow students to ridicule each other.

C. Allow them to express things that they think may worry someone else. Record their responses on Evaluation Tabulation Form B, column #3.

D. Allow them to discuss things they might do to overcome some of their worries.

Resources and Materials	Notes
II. Activity Sheet #11	
C. Evaluation Tabulation Form B	

Capsule #7
Sad

(Note that this capsule may be upsetting to students who have recently lost a member of their family or a pet.)

I. Give the students Activity Sheet #12.

A. Tell the students that they are going to talk about a feeling that no one enjoys but that all of them will feel at different times in their lives.

B. Read the short poem to them.

C. Explain that the heart is sort of a "symbol". Stress that people say they "feel" things in their hearts; i.e., happy, sad, etc.

D. Allow the students to discuss sad experiences that they have had. (Observe caution at this point. Do not push too hard or carry it too long. Expect a few tears.) Stress that it is not wrong to cry when people feel sad. (Say that sometimes people feel better after they have cried.)

E. Use Activity Sheet #12 to have the students illustrate something or some experience that has made them sad. (Have the students verbalize their responses. Write these responses in the center of the heart.)

II. Give the students Activity Sheet #13. (Be sure the number is at the top of the page.)

A. Read the poem at the top of the page to the students, and have them study the frown on the face.

B. Have the students turn their papers upside down.

1. Let them see that the frown becomes a smile. Explain to the students that there are things people can do to help forget sad thoughts.

2. Allow the students to discuss the things they might do when they feel sad to put a smile back on their faces or at least to erase the frown.

3. Ask the students to verbalize what they might do to feel better when they feel very sad. Record their responses on Evaluation Tabulation Form B, column #2.

III. Record their responses on Evaluation Tabulation Form B, column #3 if the students verbalized when and why someone else was sad.

Resources and Materials	Notes
I. Activity Sheet #12	
II. Activity Sheet #13	
B.	
3. Evaluation Tabulation Form B	
III. Evaluation Tabulation Form B	

IV. Choose from these optional related activities.

A. See Reference Sheet #4 for songs, stories, poems, etc.

B. Show a film such as Clown to the students.

1. Ask the students to discuss how they felt while watching this film.

2. Stress again that it is not wrong to cry.

Resources and Materials	Notes
IV. A. Reference Sheet #4 B. Film: Clown - C - K,P,I - 15 min., Learning Corporation	

Capsule #8
Jealous

I. Introduce this capsule by showing a filmstrip such as I Don't Care.

II. Give the students Activity Sheet #14.

A. Read the poem "I'm Jealous" to the students.

B. Allow them to verbalize when and why they have shown envy or jealousy.

C. Record their responses on the bottoms of their papers.

III. Record their responses on Evaluation Tabulation Form B, column #3 if the students noticed jealousy in another person.

IV. Allow the students to discuss how they may overcome jealous feelings. (Be very careful not to allow criticism.)

Resources and Materials	Notes
I. Filmstrip: I Don't Care, from Scholastic's Kindle series II. Activity Sheet #14 III. Evaluation Tabulation Form B	

Capsule #9
Happy

I. Give the students Activity Sheet #15.

A. Read the poem to the students, and discuss the different activities the children are doing in each picture.

1. Stress the point that those activities may seem like work to some but like play to others.

2. Stress the fact that work can be fun.

3. Allow the children to discuss the things they like to do most when they have no schoolwork or chores to do.

4. Have the students place an X in the square by the picture of their favorite activity. Let those who do not enjoy any of these activities place an X in the square on the bottom of the page and draw their favorite activity on the back.

5. Allow the students to share their responses. Stress the point that some people enjoy similiar activities and that others enjoy activities which few people like.

II. Give the students Activity Sheet #16.

A. Allow the students to discuss past things which made them very happy.

B. Read the poems to the students, and let them illustrate or verbalize their favorite wish. Record their responses on their activity sheets.

C. Allow the students to discuss what they feel like doing when they are very happy; i.e., dancing, giggling, crying, etc.

D. Record their responses in the appropriate column on Evaluation Tabulation Form B if the students were aware of someone else being very happy.

III. Give the students Activity Sheet #17.

A. Read the poem to them.

B. Ask them to think about all the things others do to make them happy.

C. Explain to them that they, too, have the responsibility to help make others happy. Ask them to think about ways they can help make others happy. Record their responses on Activity Sheet #17 and on Evaluation Tabulation Form B, column #4.

Resources and Materials	Notes
I. Activity Sheet #15	
II. Activity Sheet #16	
D. Evaluation Tabulation Form B	
III. Activity Sheet #17	
C. Evaluation Tabulation Form B	

IV. Choose from these optional related activities.

A. See Reference Sheet #5 for related songs, poems, filmstrips, etc.

B. Show a filmstrip or film about happy feelings such as Smiles Just Don't Happen and Wishes.

Resources and Materials	Notes
IV. A. Reference Sheet #5 B. <u>Smiles Just Don't Happen</u> and <u>Wishes</u>, from Scholastic's Kindle series	

Capsule #10
Love

I. Give the students Activity Sheet #18.

   A. Tell the students that the last feeling they will be talking about is probably the most important one of all. Ask if they know what feeling that might be.

   B. Read the poem to the students.

   C. Let them draw on their papers (inside of the bubble) a picture of someone or something they love very much.

   D. Ask them to tell what love means to them. Record their responses on the bottoms of their activity sheets.

II. Let the students take home their booklets made from the completed activity sheets.

III. Choose optional related activities from Reference Sheet #6; i.e., reading poems or books, singing songs, etc.

Resources and Materials	Notes
I. Activity Sheet #18	
III. Reference Sheet #6	

Reference Sheet #1

BOOKS:

Nobody Listens to Andrew, Elizabeth Guilfoile, Follett, 1957
Crow Boy, Taro Yashima, Viking, N.Y., 1955
Tim All Alone, Edward Ardizzone, N.Y., Walck, 1957
The Lollipop Party, Ruth A. Sonneborn
Millions of Cats, Wanda Gag
And To Think That I Saw It On Mulberry Street, Dr. Seuss
Mike Mulligan and His Steam Shovel, Virginia Burton
Jim Can Swim, Helen D. Olds, N.Y., Knopf, 1963
Horton Hatches An Egg, Dr. Senn
The Little Engine That Could, Watty Piper, Platt and Munk
Snow White and The Seven Dwarfs, Study Prints
Moods and Emotions, Color
The Child's World, Elgin, ILL.

BOOK or FILM:

Ugly Duckling

FILMSTRIPS and COLOR BOARDS:

Focus on Self Development: Awareness, SRA, Chicago, ILL.

FILMSTRIPS:

Circle of Fear, SRA
What To Do About Upset Feelings, C-P Coronet
Sometime I Feel, Learning Corporation, Educational Record Sales,
157 Chombers St., N.Y., NY 10007
Values Understanding, Coronet
The Joy of Being You, Scholastic's Kindle Set

SONGS:

"The Clown", Making Music Your Own, Silver Burdette
"Jump and Flop", This Is Music For Today, McCall
"Lonely Little Sailboat", More Singing Fun, Webster Div., McGraw-Hill
"I'm A Lonely Little Petunia In An Onion Patch"

MOVIE:

What To Do About Upset Feelings, C-P-11 mins., Coronet

POETRY:

In The Middle Of The Trees, Karla Kuskin, N.Y., Harper and Row, 1958

RECORDS:

"Expression Song", Developing Everyday Skills, Kimbo
"Bolero", Ravel
"Whistle a Happy Tune", The King and I, Rogers and Hammerstein
"Whistle While You Work", Snow White and The Seven Dwarfs
"Zippidy Doo Da", Song Of the South
"Danse Macabre", Saint-Saens

Reference Sheet #2
Mean & Angry

BOOKS.

Let's Be Enemies, Janice May Udry, Harper Row, 1961
The Meanest Squirrel I Ever Met, Gene Zion, Scribner, 1962
Where The Wild Things Are, Maurice Sendak
Boy Was I Mad, Kathryn Hitte, Parents, 1969
Sometimes I Get Angry, Menninger Foundation
The Angry Book (My ABC of Mean Feelings), Robin King

FILM:

Our Angry Feelings, Northfield, ILL., Newerhouse

FILMSTRIP:

Feelings, B.F.A.

Reference Sheet #3
Frightened or Shy

BOOKS:

Little Frightened Tiger, Golden MacDonald (pseud. of Margaret Wise Brown), Doubleday, 1953
What's That Noise?, Lois Kauffman, Linthrop Co., 1965
Benjie, Joan Lexace, Dial, 1964
The Shy Kangaroo, Charlotte Steiner
Miss Mehitabie's Monster, Jean C. King, through Doubleday catalogs
Timid Timothy, Gweniera Williams
Sometimes I'm Afraid, Menninger Foundation

NURSERY RHYME:

"Little Miss Muffet"

MOVIE:

The Golden Fish, Brandon, 20 min., color

FILMSTRIP:

The Shy Little Kitten

MUSIC or RECORD:

"Whenever I Feel Afraid", from The King and I

Reference Sheet #4
Sad

BOOKS:

Seven Diving Ducks, Margaret Friskey
Story About Ping, Marjorie Flack
The Little House, Virginia Burton, Houghton Mifflin
Benjies' Bird, Norman Simon, Whitman, 1965

POEM:

How I Feel, Xerox Education Publications, Middletown, CN., 1972, p. 15

NURSERY RHYME:

"Old Mother Hubbard"

RECORD:

Bambi

FILMSTRIP:

Crybaby Calf, SVE, Chicago, ILL.

FILM:

Clown, Learning Corporation

Reference Sheet #5
Happy

BOOKS:

Benjie and The Barking Bird, Margaret Bloy Graham
The Happy Lion, Louise Fatio

FILMSTRIP:

The Laughing Place
The Happy Man

SONG:

"If You're Happy and You Know It", Making Music Your Own, Silver Burdett
"There's A Little Wheel", MMYO, Silver Burdett, p. 127
"The Big Sunflower", This Is Music For Today, Adeline McCall
"I'm Happy When I'm Singing"

MUSIC - DANCE:

"Happy Hop", Dance Record, Side 2, Preschool Primary

Reference Sheet #6
Love

BOOKS:

The Runaway Bunny, Joan Walsh Anglund, N.Y., Harcourt, illustrated by Clement Hurd, N.Y., Harper Row, 1942
Love Is A Special Way of Feeling, Brace Jovenovich, 1960
A Friend Is Someone Who Likes You, Joan Walsh Anglund, N.Y., Harcourt

SONGS:

"Love Somebody", Making Music Your Own, Silver Burdett

NURSERY RHYME:

"Mary Had A Little Lamb"

IN THIS BOOKLET YOU WILL SEE

WHAT IS DEEP INSIDE OF ME

NAME_____

Activity Sheet #2

NAME_____

LOOK AT ALL THESE DIFFERENT FACES,

FEELINGS HIDE IN MANY PLACES.

INSIDE OF KIDS AND MOMS AND DADS,

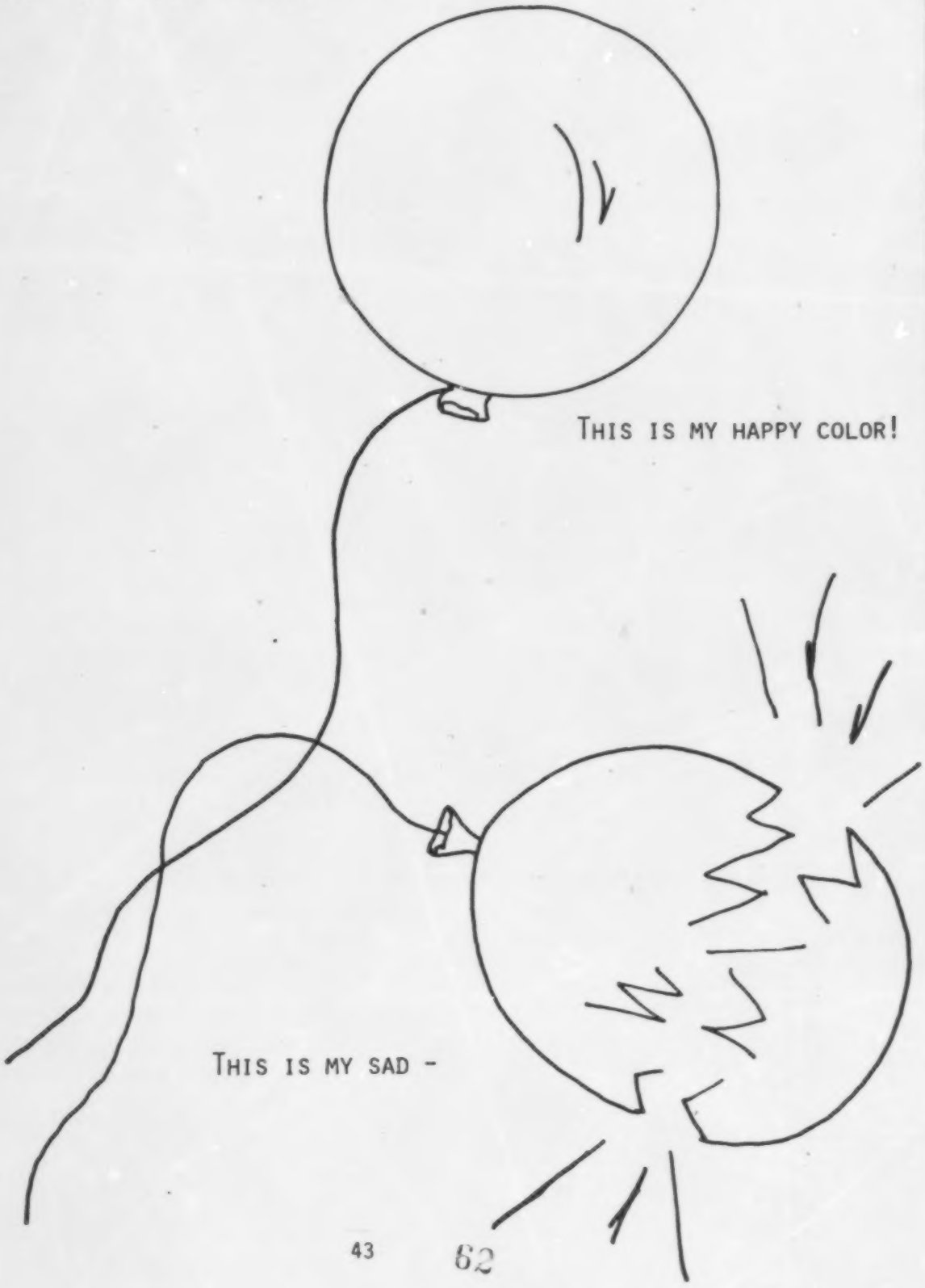
WE ALL HAVE FEELINGS - THAT'S NOT BAD.

Activity Sheet #3

NAME_____

PURPLE, YELLOW, PINK, OR BLUE

WHAT DO COLORS DO TO YOU?



NAME_____

WAKE UP, WAKE UP YOU SLEEPY HEAD!
THROW BACK THOSE COVERS -
GET OUT OF BED!

LOOK OUT THE WINDOW -
IT'S A NEW DAY!
YOUR FAVORITE WEATHER
HAS COME YOUR WAY!

Activity Sheet #5

NAME_____

ANGRY

One day my brother hit me,
My sister pulled my hair.
I wanted to get even
But mom said "Don't you dare".

I felt so very angry
My face was getting hot.
I felt all tight inside of me,
My stomach in a knot.

I went outdoors and kicked a can
And cried, I was so mad.
Then my dog came up to me
And began to lick my hand.

We played a little while,
Until we tired out.
Suddenly, I laughed and laughed
What had I been mad about?

by M. McCain

Never knock me down again
My knee is skinned and sore!
You got my clothes all-messed-up,
Don't do that any more!

by JoAnn Rice

Activity Sheet #6

NAME_____

ANGRY

G-R-R-R-R-R
WHEN I'M ANGRY I'M MAD
AND I WANT TO ACT BAD
HITTING AND PUNCHING
AND KICKING AND JUMPING
MY ARMS AND LEGS FLY
AND I START TO CRY.

WHEN I'M ANGRY I HURT
WAY DOWN DEEP INSIDE
WHERE NO ONE CAN SEE --
NO ONE EXCEPT ME.

I WANT TO HURT SOMEONE BACK
BUT I WON'T DO THAT!
I'LL GO PUNCH MY BED.
HEY! I FEEL BETTER!

BY MELINDA STIBAL

I FEEL ANGRY _____

Activity Sheet #7

NAME _____

NO MATTER HOW I TRY
I CAN'T BE GOOD TODAY.
MOTHER SAYS, "STAY INSIDE,
YOU CAN'T GO OUT AND PLAY."

BY JOANN RICE

I MAKE OTHERS ANGRY WHEN I _____

_____

_____

Activity Sheet #8

NAME_____

FRIGHTENED

LAST NIGHT IT THUNDERED AND LIGHTNING'D
THE NOISES WERE REALLY BAD.
THE RAIN KEPT HITTING LOUDLY,
IT SOUNDED LIKE IT WAS GETTING MAD.

I SLOWLY CREPT OUT OF MY COVERS,
MY ROOM WAS DARK AS COULD BE,
THEN SUDDENLY THE LIGHTENING FLASHED AGAIN
AND SCARY SHADOWS WERE ALL AROUND ME.

I LEAPED BACK UNDER THE COVERS
AND YELLED OUT A TERRIBLE SCREAM;
THEN ON CAME THE LIGHTS AND TO MY DELIGHT,
MY DAD SAID "YOU'RE HAVING A DREAM."

I GUESS IT DIDN'T STORM LAST NIGHT,
BUT I REALLY SHOOK - IT'S TRUE
SO IF IT DOES GET SCARY SOME NIGHT
I MIGHT JUMP IN BED WITH YOU.

BY M. MCCAIN

NAME_____

I'M MORE AFRAID TO GO IN A ROOM
THAT IS BIG AND LONESOME AND QUIET
THAN I AM TO WALK OUT ALL ALONE
ON A DARK AND SPOOKY NIGHT.

BY JoANN RICE

WE ALL FEAR SOMETHING THAT IS TRUE;
WHAT SCARES ME - MAY NOT SCARE YOU.

THIS REALLY FRIGHTENS ME! _____

_____

_____

Activity Sheet #10

NAME_____

WHENEVER I FEEL AFRAID I _____

_____

_____

Activity Sheet #11

NAME_____

WORRY

I WORRY ABOUT MY LITTLE DOG
HE LIKES TO RUN AND PLAY
I TRY TO KEEP HIM SAFE AT HOME
BUT SOMETIMES HE RUNS AWAY.

BY JOANN RICE

BIG WORRIES
LITTLE WORRIES
TEENY WORRIES, TOO.
DO THE THINGS THAT WORRY ME
ALSO WORRY YOU?

I WORRY _____

_____

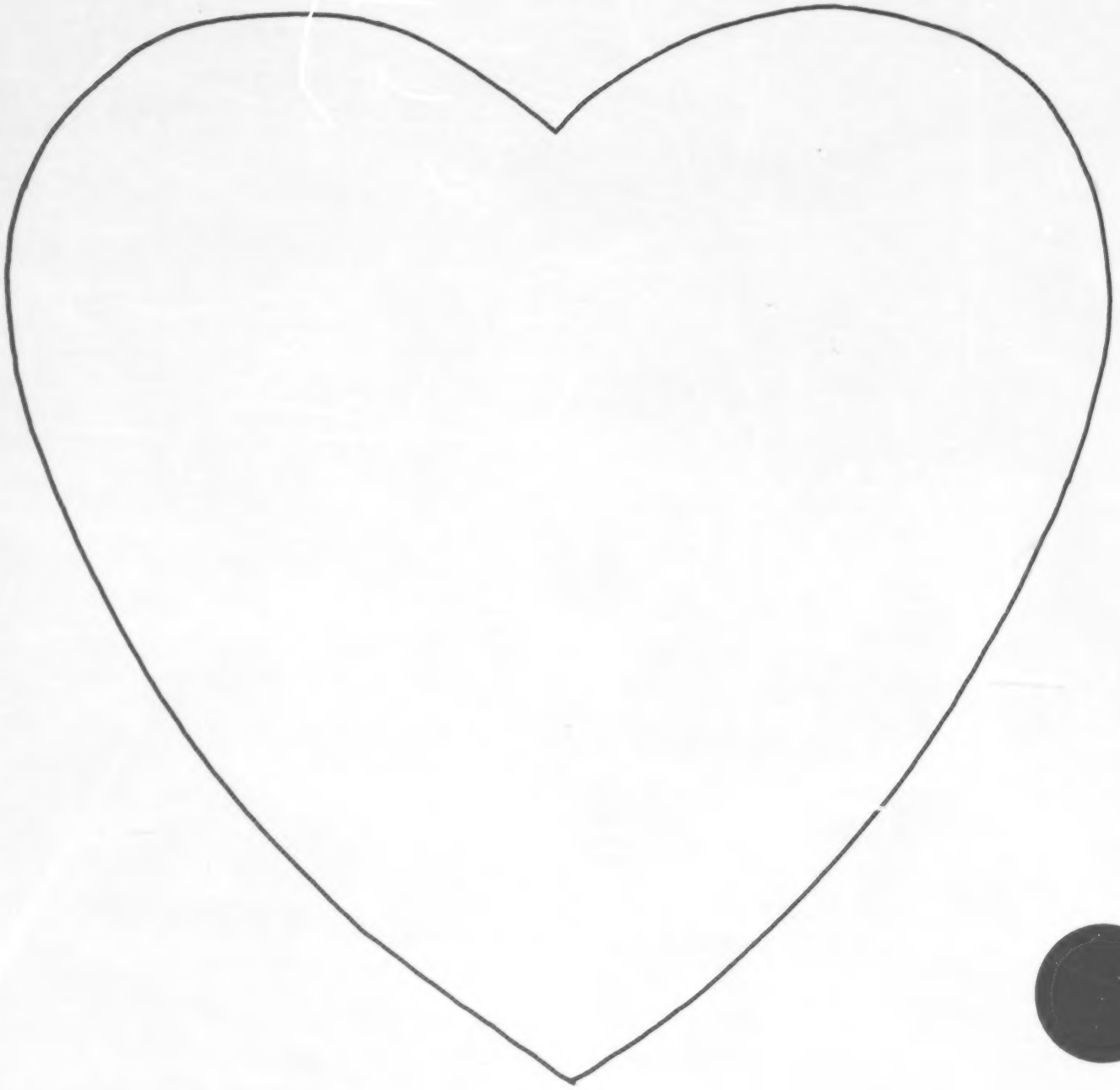
70

_____

Activity Sheet #12

NAME_____

SOMETIMES I FIND DOWN DEEP INSIDE,
SOME VERY SAD THOUGHTS I CANNOT HIDE.



Activity Sheet #13

NAME_____

S
A
D, S
A
D, S
A
D,

IT'S THE OPPOSITE OF GLAD

IT'S A FACE WITH A FROWN

WHEN I'M FEELING DOWN

S
A
D, S
A
D, S
A
D.

BY M. STIBAL

_____

_____

_____ TO TURN MY FROWN INTO A SMILE !

Activity Sheet #14

NAME_____

I'M JEALOUS

SOMETIMES
THERE'S A PART OF ME
THAT HATES TO SEE
SOMEONE
WHO HAS MORE,
OR BIGGER
OR BETTER
THINGS
THAN I DO!
THEN,
I'M JEALOUS!

BY MELINDA STIBAL

I FEEL JEALOUS WHEN_____

_____

_____

Activity Sheet #15

NAME_____

HURRAY! HURRAY! NO SCHOOL TODAY -

I MAY CHOOSE TO WORK OR JUST TO PLAY.

☐ NONE OF THESE PLEASE ME

ALAS, AND ALACK

I'LL TURN MY PAGE OVER

AND DRAW ON THE BACK.

NAME_____

SURPRISE! SURPRISE! LOOK WHAT'S HAPPENED TO YOU
YOUR FAVORITE WISH HAS REALLY COME TRUE!

I WANT TO SING OR SWING MY ARMS
OR DANCE ON THESE TWO FEET
SUCH GOOD THINGS HAPPENED ALL DAY LONG
THEY MAKE ME FEEL JUST NEAT.

BY JOANN RICE

Activity Sheet #17

NAME_____

MOMS AND DADS, GRANDPARENTS, AND COUSINS
TEACHERS, NEIGHBORS, AND FRIENDS BY THE DOZENS
THERE'S A WORLD FULL OF PEOPLE WITH FEELINGS, TOO
TO HELP MAKE OTHERS HAPPY -- WHAT CAN I DO?

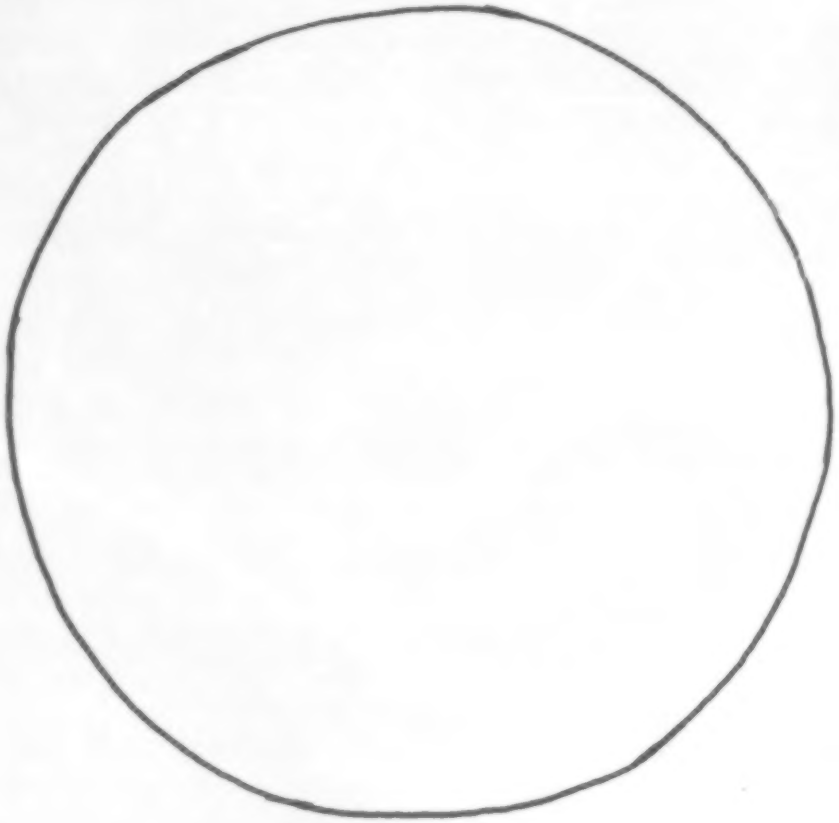
Activity Sheet #18

NAME _____

LOVE IS JUST LOVELY,
AND IT MAKES ME SO WARM -
TO KNOW SOMEONE LOVES ME
AND WILL KEEP ME FROM HARM.

LOVE IS JUST BUBBLY
I CAN HARDLY BEAR IT
I HAVE SO MUCH LOVE
I JUST WANT TO SHARE IT!

BY MELINDA STIBAL



LOVE IS _____

_____

_____